

# Connecting the Results of Your Root Cause Analysis to How You Spend Your Federal Funds

Federal Funding Conference  
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WISCONSIN DEPARTMENT OF  
**PUBLIC INSTRUCTION**  
Carolyn Stanford Taylor, State Superintendent

# Educational Equity

Every student has access to the educational resources and rigor they need at the right moment in their education across race, gender, ethnicity, language, disability, sexual orientation, family background and/or family income.



# Federal Identifications: Focus on Responsiveness to Needs

**Individuals with Disabilities Education Act  
District Level**



LEA Determinations

Racial disproportionality  
(identification, placement, discipline)

**Every Student Succeeds Act  
School Level**



Targeted Support (student groups)

Additional Targeted Support (student groups)

Comprehensive Support  
(all students/school)

# Joint Federal Notification Packet

## Key Takeaway:

All districts received a preliminary joint federal notification packet, whether they have identifications or not.

This is an **opportunity to unveil and articulate supports to all schools around continuous improvement.**



# ESSA Accountability

## Five Indicators

- ❖ Achievement
- ❖ Growth
- ❖ Progress in attaining English language proficiency
- ❖ Graduation Rate
- ❖ Absenteeism

## School and Student Group Calculations

- ❖ Indicator outcomes and scores calculated for
  - ❖ All students (i.e., the school)
  - ❖ Each student group that meets cell size (N=20)

# ESSA Identifications

## Comprehensive Support - Overall Performance

- ❖ Population of schools: Title I
- ❖ Lowest performing 5% of schools - based on summary performance

## Comprehensive Support – Graduation Rate

- ❖ Population of schools: all schools that graduate at least 20 students
- ❖ Calculate graduation rate (average of 4-year and 7-year rates)
- ❖ Threshold for identification = graduation rate below 67%

**Acronym: CSI**

# ESSA Identifications



Under Comprehensive Support,  
a school can be identified for both  
low overall performance and  
low graduation rates.



# ESSA Identifications

## Targeted Support - consistently underperforming student groups

- ❖ Population of schools: All schools with a student group summary score.
- ❖ Scores in bottom ten percent of their own student group and compared to all students (schoolwide) result in Targeted Support identification.

e.g., The summary score for English learners in your school is in the bottom 10% of all English learner summary scores in the state, and in the bottom 10% of the all students (schoolwide) scores.

**Acronym: TSI**



# ESSA Identifications

## Additional Targeted Support

- ❖ Population: Targeted Support (TSI) schools
- ❖ Compare student group summary scores to top-scoring CSI school.  
  
e.g., If top-performing CSI school(s) had a summary score of 7.5, compare TSI subgroups to this score.
- ❖ Schools with subgroups below the CSI score (i.e., subgroup CSI) are Additional Targeted Support.

**Acronym: ATSI**

# ESSA Identifications



Schools identified for Comprehensive Support cannot also have a Targeted Support notification.

However, student groups falling below the Targeted Support threshold will be flagged in the ESSA Accountability Report.



# Pause and Reflect

If someone asked you to describe  
Comprehensive Support, Targeted Support,  
or Additional Targeted Support,  
how would you answer?



# IDEA Accountability

Compliance and Results Indicators (weighted 65% compliance, 35% results)

Four determination categories made at the LEA level regarding implementing the requirements of IDEA:

- ❖ Meets Requirements
- ❖ Needs Assistance
- ❖ Needs Intervention
- ❖ Needs Substantial Intervention

# IDEA Determinations

## Results Indicators

- ❖ Graduation
- ❖ Dropout
- ❖ Assessment Participation
- ❖ Assessment Proficiency

## Compliance Indicators

- ❖ Racial disproportionality in discipline and identification
- ❖ Timely evaluations
- ❖ Early childhood transitions
- ❖ Post-secondary transitions
- ❖ Corrected noncompliance within one year
- ❖ Timely and accurate data reporting

# IDEA Disproportionality Identification

Every year, approximately 45 to 50 LEAs are identified with racial disproportionality in special education identification, discipline, and/or placement. Of these, approximately 6-8 LEAs are determined to have disproportionality that is considered “significant.”

Based on extensive stakeholder input, WDPI will use revised criteria that will impact FY 2019-2020, with a forecast that almost all of the 45 to 50 districts identified will be identified with “significant” disproportionality.

# Significant Disproportionality

When a student, based on race, is more than **TWICE AS LIKELY** as their peers to be...

In special  
education

Identified with  
a specific  
disability  
category  
(i.e., EBD)

Disciplined

Placed in a more  
restrictive  
environment

(i.e., EBD)  
category

GUARANTEED

Revised WI criteria, will be applied spring 2019 for the 2019-20 fiscal year.

# IDEA Funding & Sig Disproportionality

LEAs that have been identified as significantly disproportionate are required to set aside and expend 15% of their IDEA formula allocation funds on Comprehensive Coordinated Early Intervening Services (CCEIS)-funded activities.

- ❖ Guidance from the US Office of Special Education Programs clarified that required set-aside funds for LEAs identified as significantly disproportionate **are not** subject to the same restrictions as voluntary CEIS – more flexibility on allowable activities and all students, with and without disabilities, can benefit from CCEIS-funded services.

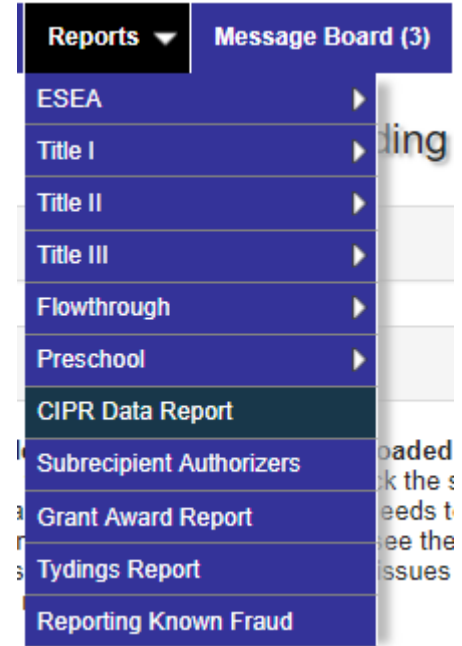


# Continuous Improvement Performance Report

The “CIPR” Report will be housed in WISEgrants and accessible to any user who has edit or view access to IDEA or ESEA grants.

The location of this report is under “Reports” > “CIPR Data Report”

It will display IDEA district-level and ESSA school-level determinations. All public schools within a district will be listed on this report.



## IDEA - LEA Identifications

IDEA Determination	Number of Years in this Category
Needs assistance in implementing the requirements of the IDEA	2

Racial disproportionality in special education identification and/or discipline and/or placement	Student Groups	Number of Years in this Category
Significant discrepancy in special education discipline.	All - Students	1
Significant racial discrepancy in special education discipline.	Hispanic	1
Racial disproportionality in special education generally.	All Disability Categories: American Indian - Alaskan Native	1
Racial disproportionality in specific disability categories.	Emotional Behavioral Disability: Black - African American	1

## ESSA – School Identifiers

### Schools Identified for Comprehensive Supports and Interventions (CSI)

School Code	School Name	CSI Identification	Cohort Name	Cohort Year	Title I School Served	Docs Required	Status
0440	Bucks El	CSI - Lowest Performance	CSI Cohort FY 2018-2019	1	Yes		
0347	Brewers Hi	CSI - Low Graduation Rate	CSI Cohort FY 2018-2019	1	No		

### Schools Identified for Comprehensive Supports and Interventions (CSI)

School Code	School Name	CSI Identification	Cohort Name	Cohort Year	Title I School Served	Docs Required	Status
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No schools have been identified for Comprehensive Supports and Interventions (CSI)

## ESSA – School Identifiers

### Schools Identified for Additional Targeted Supports and Interventions (ATSI)

School Code	School Name	ATSI Student Group(s)	Cohort Name	Cohort Year	Title I School Served	Evidence Collected
0140	Jets EI	Black - African American	ATSI Cohort 2018-2019	1	Yes	
0180	Tampa Hi	*Students with Disabilities *Asian	ATSI Cohort 2018-2019	1	No	

### Schools Identified for Additional Targeted Supports and Interventions (ATSI)

School Code	School Name	ATSI Student Group(s)	Cohort Name	Cohort Year	Title I School Served	Evidence Collected
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No schools have been identified for Additional Targeted Supports and Interventions (ATSI)

# ESSA School Identifiers & Cohorts

The identifications of “CSI” and “ATSI” are identified in a cohort, determined every three years.

Once in a cohort, a school can exit only after it has addressed and corrected its issues. Until that time, the school will be grouped with that cohort year even beyond a new three-year CSI or ATSI identification cycle.

## ESSA – School Identifiers

### Schools Identified for Targeted Supports and Interventions (TSI)

School Code	School Name	TSI Subgroup(s)	Consecutive TSI Years	Title I School Served	Evidence Collected
0180	East Hi	Students with Disabilities	1	Yes	
0200	Eisenhower EI	*Economically Disadvantaged *White	1	No	

### Schools Identified for Targeted Supports and Interventions (TSI)

School Code	School Name	TSI Subgroup(s)	Consecutive TSI Years	Title I School Served	Evidence Collected
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No schools have been identified for Targeted Supports and Interventions (TSI)

## ESSA – School Identifiers

### Schools Meeting ESSA Expectations

School Code	School Name
0030	Orange EI
0040	Green View
0060	Yellow EI
0100	Purple EI
0175	Dot EI
0130	Lighthouse Charter

# Responsibility of Identified LEAs / Schools

- ❖ Needs Assessment/Root Cause Analysis (ESSA/IDEA)
- ❖ Identify/address resource inequities (ESSA)
- ❖ Identify evidence-based improvement strategy (ESSA/IDEA)
- ❖ Stakeholder engagement (ESSA)
- ❖ Develop and implement plan (ESSA/IDEA)



# Wisconsin Continuous Improvement Process

ESEA improvement plan for  
focus and/or priority schools

IDEA improvement plan(s)

Educator Effectiveness  
(SLO and PPG)

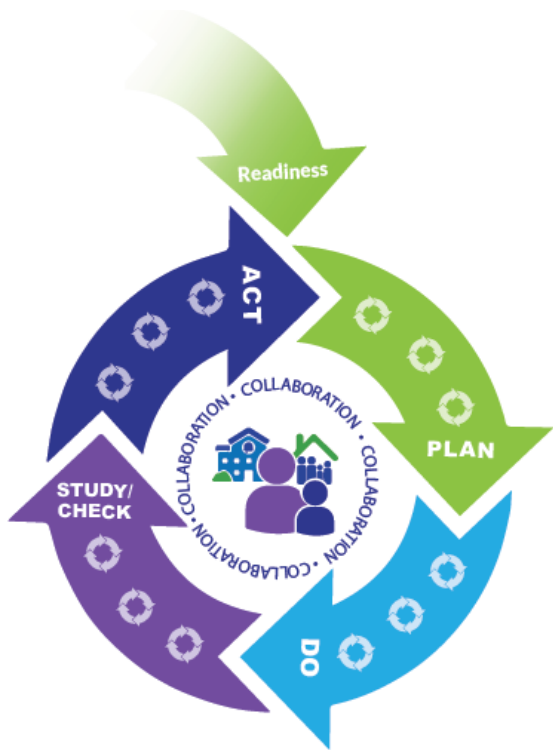
School and district  
improvement plans



Continuous improvement of  
adult practices to improve  
student outcomes

# Wisconsin Continuous Improvement Process

<https://dpi.wi.gov/continuous-improvement>



Continuous Improvement Process  
Criteria and Rubric

# Wisconsin Continuous Improvement Process

## Readiness:



- ❖ Shared mission and vision grounded in equitable outcomes for all students.
- ❖ Shared values (collective commitments and beliefs grounded in equitable outcomes for all students.
- ❖ The team represents diverse stakeholders.
- ❖ Team works in collaboration.
- ❖ Team meetings are regular and purposeful.
- ❖ Team has communication structures.
- ❖ Team has systems and process to use data.

# Wisconsin Continuous Improvement Process

## Plan:



- ❖ Team conducts a needs assessment, including a root cause analysis.
- ❖ Team identifies resource inequities.
- ❖ Team selects an evidence-based Improvement strategy aligned to prioritized needs.
- ❖ Team develops a SMART goal and theory of action.
- ❖ Team develops a plan to implement the selected strategy.
- ❖ Team engages families and community in planning.

# Wisconsin Continuous Improvement Process

Needs assessment, including root cause analysis:

- ❖ Team engages in a needs assessment through student outcome and practice inquiry process reviewing:
  - ❖ Student Outcome Data
  - ❖ Student Engagement Data
  - ❖ Perception Data
  - ❖ Educator Practice Data
- ❖ Root Cause Analysis
  - ❖ Team identifies and prioritizes needs
- ❖ Team reviews other relevant plans (ex. district strategic plan)



# Coming Soon in WISEDash for Districts!

Data Inquiry Journal

## Literacy Gaps - Copy



WISExplore January 2019 DIJ Literacy Gap Sample 1

### PART 1

Needs Assessment: Student Data Inquiry

### Part 2

Needs Assessment: Practices Inquiry

### PART 3

Summary and Improvement Plan

### Needs Assessment: Student Data Inquiry



It is advisable that Part I, Student Data Inquiry, begin after preliminary findings indicate potential areas of concern that warrant further investigation. In some cases, needs may be identified through external accountability. Following the process of Student Data Inquiry to explore preliminary findings will lead to identifying replicable successes, critical priorities and likely root causes contributing to student outcomes. This inquiry provides the foundation for follow-up Practices Inquiry (Part 2) and subsequent Improvement Planning (Part 3).

+ Focus

# Federal Funding Options

## **Title I Schoolwide**

- In general, covers all costs supporting the Title I Schoolwide plan

## **Title I Targeted**

- Only costs associated with providing services to eligible students

## **IDEA Formula – Flow-through & Preschool**

- Only costs associated with providing services to eligible students with IEPs

## **CEIS (IDEA)**

- Limited allowed costs associated with the delivery of interventions

## **CCEIS (IDEA – Significantly Disproportionate)**

- In general, covers all costs addressing the root cause analysis results

## **Title I Schoolwide Set-Aside (IDEA)**

- In general, covers all costs supporting the Title I Schoolwide plan

# Comprehensive CEIS (CCEIS)

Comprehensive Coordinated Early Intervening Services (CCEIS) is the 15% an LEA must reserve from its Part B funds when identified as being significantly disproportionate.

Funds under CCEIS can be used in the same manner as funds under a Title I Schoolwide program – benefitting all students regardless of age, grade, and disability status.

Funds under voluntary CEIS are restricted to funding academic or behavioral intervention programs for students without disabilities enrolled in grades Kindergarten through 12.



# Supplement not Supplant – CCEIS / CEIS

IDEA has an unusual supplement not supplant for both the CCEIS and CEIS set-asides: the funds cannot be used to supplant any costs that were previously paid using any Federal funds, such as Title I, even if the CCEIS / CEIS funds are being used in a Title I schoolwide school.

The following would be a violation of supplement not supplant under IDEA:

## Title I Schoolwide School

2017-2018 – Title I funds pay the salary of a reading interventionist.

2018-2019 – CEIS funds are used to pay the salary of the same interventionist.

# Ways to Use Federal Funds

Investing in ongoing professional learning such as training, coaching, and mentors to ensure that the evidence based improvement strategy is implemented as intended.

- ❖ Professional learning can be funded through Title I-A, Title II-A, IDEA flow-through or preschool, IDEA CEIS, IDEA CCEIS and IDEA Title I Schoolwide set-aside.

# Ways to Use Federal Funds

Purchasing a new instructional resource, such as a new math series or a new reading series. Another option is a resource that supplements and strengthens the current series.

DPI aims to improve support for all teachers by ensuring that districts have the information they need to select high-quality instructional materials and to provide professional learning that supports effective implementation of those materials in English language arts and mathematics. More information can be found at <https://dpi.wi.gov/impl>

# Snow Day School District

## Significantly Disproportionate, Native American students with Learning Disabilities (not math-related)

### Ice Elementary

Identified as ATSI –

Reading Achievement

- Native American
- Students with Disabilities

**Title I Targeted Assistance**

### Blizzard Middle

Not identified as CSI, ATSI  
or TSI

**Not Title Eligible**

### Slush Elementary

Identified as TSI –

Math Achievement

- Econ. Disadvantaged

**Title I Schoolwide**

# Root Cause Analysis

**Snow Day determines that their current reading program is not aligned with standards nor is it culturally and linguistically responsive (districtwide).**

**In addition, Snow Day determines that the district's current math program does not meet the needs of a vulnerable group of the students enrolled in Slush Elementary.**

# **Evidence Based Improvement Strategy**

**Snow Day will invest in a reading program (to be used districtwide) that meets the research requirements of ESSA and will implement research based instructional strategies for culturally and linguistically responsive practices. To do this, the district must invest heavily in ongoing professional learning of all their staff.**

**Snow Day will also invest in a supplemental math resource for Slush Elementary so all students will be more successful in the district's universal math curriculum. To ensure this is implemented, Snow Day will invest in ongoing math professional learning for Slush Elementary staff.**

# Ways to Use Federal Funds

## New districtwide reading program



Title I-A

Cost is districtwide and not all schools in the district are Title eligible.



Title II-A

Title II cannot be used for resources.



IDEA  
Flow-through

The cost is not an excess cost of providing special education & related services.



IDEA  
CCEIS

**YES** - The cost addresses the reason why the LEA is significantly disproportionate.



IDEA  
CEIS

Once identified as Sig Dispro, LEA cannot set aside voluntary CEIS.



IDEA  
TI SW  
Set-  
Aside

These funds can only be used at the Title I Schoolwide school level.

# Ongoing professional learning and coaching of both the reading program and culturally and linguistically responsive practices for all staff districtwide.



Title I-A

**Yes** – For staff supporting Title I students at Title I schools



Title II-A

**Yes** - Title II can be used for all staff districtwide.



IDEA  
Flow-through

**Kind of** – These funds can be used to cover the cost of training any special education staff.



IDEA  
CCEIS

**Yes** - The cost addresses the reason why the LEA is significantly disproportionate.



IDEA  
CEIS

Once identified as Sig Dispro, LEA cannot set aside voluntary CEIS.



IDEA  
TI SW  
Set-  
Aside

**Kind of** - These funds can be used at Slush Elementary only.



# Supplemental Math Resource at Slush Elementary



Title I-A

**Yes** - it is a schoolwide program and addresses the needs identified in the schoolwide plan.



Title II-A

Title II cannot be used for resources.



IDEA  
Flow-through

The cost is not an excess cost of providing special education & related services.



IDEA  
CCEIS

The cost does not address the reason why the LEA is significantly disproportionate.



IDEA  
CEIS

Once identified as Sig Dispro, LEA cannot set aside voluntary CEIS.



IDEA  
TI SW  
Set-  
Aside

**Yes** - it is a schoolwide program and the math resource is not used districtwide.

# Ongoing professional learning and coaching of the supplementary math resource for Slush Elementary Staff



Title I-A

**Yes** - as long as it addresses the needs identified in the schoolwide plan.



Title II-A

**Yes** - Title II can be used for all staff at the school.



IDEA  
Flow-through

**Kind of** - These funds can be used to cover the cost of training any special education staff.



IDEA  
CCEIS

The cost does not address the reason why the LEA is significantly disproportionate.



IDEA  
CEIS

Once identified as Sig Dispro, LEA cannot set aside voluntary CEIS.



IDEA  
TI SW  
Set-  
Aside

**Yes** - it is a schoolwide program and the training is only for school staff.

# Coming Up...

- ❖ CIPR Reports are “live” in WISEgrants
- ❖ Identifications have been made for FY 2018-19, but CIPR data will not be populated into WISEgrants CIPR reports until March 5
- ❖ LEAs with schools identified as CSI, ATSI or TSI will need to complete additional district-level questions as part of their LEA Plan / Narrative (LEA Plan Roadmap, #11a, #15a, b and c).
- ❖ Monitoring documents and artifacts will be collected and stored within the CIPR report (due October 2019).